2023-2024 Academic Performance -
HB 3 Goals Update
February 20, 2024

Manor Independent School District

Literacy/Biliteracy

HB 3 Goal 1

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 30% to 65% by June 2028.

Yearly Target Goals
3rd Grade 2023 Meets- 30%

2024	2025	2026	2027	2028
37%	44%	51%	58%	65%

KINDER		BOY						MOY						Percentage Difference
iStation Screener 23-24	Students Assessed	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	
Overall	**540**	**55%**	**21%**	**14%**	**8%**	**2%**	**24%**	**58%**	**22%**	**9%**	**6%**	**5%**	**20%**	**-4%**
Eco. Dis.	369	59%	22%	14%	4%	2%	**20%**	64%	22%	7%	5%	2%	**14%**	-6%
African American	129	37%	26%	22%	10%	5%	**37%**	39%	32%	14%	9%	6%	**29%**	-8%
Hispanic	332	64%	21%	11%	4%	1%	**16%**	68%	19%	7%	4%	1%	**12%**	-4%
All Other	24	38%	33%	12%	8%	8%	**28%**	63%	20%	3%	0%	13%	**16%**	-12%
White	324	63%	17%	12%	7%	1%	**20%**	63%	19%	8%	6%	4%	**18%**	-2%
EB	238	74%	17%	6%	3%	0%	**9%**	79%	14%	4%	2%	1%	**7%**	-2%
SPED	17	71%	12%	12%	6%	0%	**18%**	73%	14%	5%	5%	5%	**15%**	-3%

Language of Assessment: English

FIRST		BOY							MOY						Percentage Difference
iStation Screener 23-24	Students Assessed	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)		
Overall	585	65%	15%	9%	6%	5%	**20%**	61%	14%	10%	7%	8%	**25%**	**5%**
Eco. Dis.	423	70%	15%	7%	5%	4%	**16%**	66%	13%	9%	6%	5%	**20%**	**4%**
African American	142	56%	17%	12%	12%	3%	**27%**	54%	16%	11%	7%	11%	**29%**	**2%**
Hispanic	384	72%	15%	7%	3%	4%	**14%**	67%	14%	9%	6%	4%	**19%**	**5%**
All Other	28	36%	14%	11%	11%	29%	**51%**	30%	12%	12%	12%	33%	**57%**	**6%**
White	358	69%	16%	7%	4%	4%	**15%**	66%	14%	9%	7%	5%	**21%**	**6%**
EB	279	80%	12%	5%	2%	1%	**8%**	78%	12%	4%	2%	4%	**10%**	**2%**
SPED	37	92%	3%	3%	3%	0%	**6%**	89%	0%	3%	8%	0%	**11%**	**5%**

Language of Assessment: English

SECOND		BOY						MOY						Percentage Difference
iStation Screener 23-24	Students Assessed	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	
Overall	656	57%	14%	14%	11%	4%	**29%**	55%	14%	12%	11%	8%	**31%**	**2%**
Eco. Dis.	455	64%	12%	12%	9%	2%	**23%**	62%	13%	11%	10%	5%	**26%**	**3%**
African American	172	55%	17%	14%	11%	2%	**27%**	52%	18%	12%	10%	8%	**30%**	**3%**
Hispanic	401	63%	12%	13%	8%	3%	**24%**	61%	14%	10%	10%	5%	**25%**	**1%**
All Other	42	33%	14%	19%	24%	10%	**53%**	43%	2%	15%	15%	24%	**54%**	**1%**
White	379	59%	14%	14%	9%	4%	**27%**	56%	14%	12%	11%	7%	**30%**	**3%**
EB	294	71%	9%	11%	8%	1%	**20%**	69%	9%	10%	8%	5%	**22%**	**2%**
SPED	68	85%	6%	6%	1%	1%	**8%**	82%	7%	5%	4%	1%	**10%**	**2%**

Language of Assessment: English

THIRD		BOY						MOY						Percentage Difference
iStation Screener 23-24	Students Assessed	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Percentage Difference
Overall	665	47%	21%	17%	9%	6%	32%	44%	19%	17%	11%	9%	37%	5%
Eco. Dis.	425	51%	21%	13%	8%	5%	26%	50%	18%	16%	9%	8%	33%	7%
African American	144	47%	24%	18%	6%	5%	29%	43%	23%	16%	12%	6%	34%	5%
Hispanic	40	30%	10%	30%	25%	5%	60%	23%	16%	28%	23%	9%	60%	0%
All Other	424	48%	20%	16%	9%	7%	32%	48%	17%	16%	9%	10%	35%	3%
White	314	57%	19%	14%	6%	4%	24%	55%	17%	14%	8%	5%	27%	4%
EB	487	53%	20%	16%	7%	3%	26%	49%	19%	17%	11%	5%	33%	7%
SPED	95	77%	15%	5%	3%	0%	8%	74%	15%	8%	3%	0%	11%	3%

Language of Assessment: English

KINDER		BOY						MOY						Percentage Difference
iStation Screener 23-24	Students Assessed	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Percentage Difference
Overall	231	47%	22%	14%	7%	10%	**31%**	41%	21%	15%	12%	11%	**38%**	**7%**
Eco. Dis.	187	45%	23%	14%	7%	10%	**31%**	41%	23%	15%	10%	11%	**36%**	**5%**
African American	6	67%	17%	17%	0%	0%	**17%**	40%	40%	0%	20%	0%	**20%**	**3%**
Hispanic	224	48%	21%	14%	7%	9%	**30%**	40%	21%	15%	12%	12%	**39%**	**9%**
All Other	1	*	*	*	*	*	*	*	*	*	*	*	*	*
White	175	49%	22%	14%	6%	9%	**29%**	44%	19%	15%	10%	12%	**37%**	**8%**
EB	209	47%	22%	14%	7%	10%	**31%**	39%	23%	15%	12%	12%	**39%**	**8%**
SPED	5	*	*	*	*	*	*	*	*	*	*	*	*	*

Language of Assessment: Spanish

FIRST		BOY						MOY						Percentage Difference
iStation Screener 23-24	Students Assessed	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	
Overall	256	29%	29%	21%	13%	8%	**42%**	46%	22%	15%	8%	8%	**31%**	-11%
Eco. Dis.	204	30%	27%	21%	13%	9%	**43%**	44%	23%	18%	7%	8%	**33%**	-10%
African American	5	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	240	30%	28%	21%	13%	8%	**42%**	45%	22%	16%	9%	8%	**33%**	-9%
All Other	1	*	*	*	*	*	*	*	*	*	*	*	*	*
White	204	30%	27%	22%	13%	7%	**42%**	47%	20%	16%	9%	9%	**34%**	-8%
EB	233	30%	27%	21%	13%	9%	**43%**	47%	20%	15%	9%	9%	**33%**	-10%
SPED	18	72%	17%	11%	0%	0%	**11%**	71%	24%	6%	0%	0%	**6%**	-5%

Language of Assessment: Spanish

iStation Screener 23-24	Students Assessed	BOY						MOY						Percentage Difference
		Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	
Overall	255	46%	23%	20%	8%	3%	**31%**	51%	21%	15%	10%	3%	**28%**	-3%
Eco. Dis.	201	49%	22%	19%	6%	3%	**28%**	5%	20%	14%	8%	3%	**25%**	-3%
African American	5	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	245	46%	23%	20%	8%	3%	**31%**	51%	20%	15%	10%	3%	**28%**	-3%
All Other	6	60%	40%	0%	0%	0%	**0%**	33%	33%	17%	17%	0%	**34%**	34%
White	195	47%	23%	21%	8%	2%	**31%**	53%	20%	16%	9%	2%	**27%**	-4%
EB	228	44%	23%	20%	9%	4%	**33%**	49%	22%	15%	10%	4%	**29%**	-4%
SPED	27	78%	19%	4%	0%	0%	**4%**	82%	14%	4%	0%	0%	**4%**	0%

Language of Assessment: Spanish

THIRD		BOY							MOY						Percentage Difference
iStation Screener 23-24	Students Assessed	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	Level 1	Level 2	Level 3	Level 4	Level 5	% On/Above Grade Level (Levels 3/4/5)	
Overall	249	60%	19%	10%	7%	4%	21%	60%	18%	12%	9%	1%	22%	1%
Eco. Dis.	201	59%	20%	10%	7%	3%	20%	60%	18%	13%	7%	1%	21%	1%
African American	3	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	237	58%	20%	11%	7%	4%	22%	60%	18%	12%	9%	1%	22%	0%
All Other	2	*	*	*	*	*	*	*	*	*	*	*	*	*
White	207	58%	20%	11%	7%	4%	22%	60%	18%	12%	8%	1%	21%	-1%
EB	229	59%	20%	10%	7%	4%	21%	59%	19%	13%	8%	1%	22%	1%
SPED	22	91%	5%	5%	0%	0%	5%	81%	14%	5%	0%	0%	5%	0%

Language of Assessment: Spanish

Mathematics

HB 3 Goal 2

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 27% to 62% by June 2028.

Yearly Target Goals
3rd Grade Math 2023- 27%

2024	2025	2026	2027	2028
34%	41%	48%	55%	62%

KINDER		BOY						MOY						Percentage Difference
i-Ready Math Screener 23-24	Students Assessed	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	
Overall	555	0%	0%	95%	3%	3%	6%	0%	0%	70%	15%	15%	30%	24%
Eco. Dis.	382	0%	0%	96%	2%	2%	4%	0%	0%	74%	15%	11%	26%	22%
Asian	21	0%	0%	81%	10%	10%	20%	0%	0%	67%	14%	19%	33%	13%
African American	125	0%	0%	94%	2%	3%	5%	0%	0%	70%	18%	13%	31%	26%
Hispanic	346	0%	0%	97%	2%	1%	3%	0%	0%	73%	15%	12%	27%	24%
Two or More Races	39	0%	0%	92%	5%	3%	8%	0%	0%	72%	8%	21%	29%	21%
White	304	0%	0%	95%	3%	2%	5%	0%	0%	69%	16%	15%	31%	26%
EB	251	0%	0%	97%	1%	2%	3%	0%	0%	75%	15%	11%	26%	23%
SPED	17	0%	0%	88%	6%	6%	12%	0%	0%	65%	24%	12%	36%	24%

FIRST		BOY						MOY						Percentage Difference
i-Ready Math Screener 23-24	Students Assessed	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	
Overall	570	0%	24%	69%	4%	2%	6%	0%	12%	69%	8%	11%	19%	13%
Eco. Dis.	413	0%	26%	70%	3%	1%	4%	0%	11%	72%	8%	8%	16%	12%
Asian	25	0%	16%	6%	28%	0%	28%	0%	4%	40%	16%	40%	56%	28%
African American	136	0%	26%	70%	1%	3%	4%	0%	13%	68%	6%	13%	19%	15%
Hispanic	375	0%	23%	72%	3%	1%	4%	0%	11%	72%	8%	9%	17%	13%
Two or More Races	29	0%	21%	62%	7%	10%	17%	0%	24%	55%	10%	10%	20%	3%
White	322	0%	25%	70%	4%	2%	6%	0%	11%	72%	9%	8%	17%	11%
EB	271	0%	28%	70%	2%	0%	2%	0%	11%	75%	7%	7%	14%	12%
SPED	36	0%	56%	39%	3%	3%	6%	0%	31%	61%	3%	6%	9%	3%

SECOND		BOY						MOY						
i-Ready Math Screener 23-24	Students Assessed	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	Percentage Difference
Overall	651	0%	50%	46%	4%	1%	**5%**	0%	28%	56%	11%	4%	**15%**	**10%**
Eco. Dis.	454	0%	57%	41%	2%	0%	**2%**	0%	32%	56%	9%	3%	**12%**	**10%**
Asian	36	0%	19%	69%	11%	0%	**11%**	0%	8%	56%	17%	19%	**36%**	**25%**
African American	166	0%	59%	39%	1%	1%	**2%**	0%	33%	55%	10%	2%	**12%**	**10%**
Hispanic	399	0%	52%	43%	4%	1%	**5%**	0%	29%	57%	10%	4%	**14%**	**9%**
Two or More Races	43	0%	30%	58%	9%	2%	**11%**	0%	14%	63%	16%	7%	**23%**	**12%**
White	339	0%	50%	45%	4%	1%	**5%**	0%	29%	56%	12%	4%	**16%**	**11%**
EB	294	0%	55%	43%	2%	0%	**2%**	0%	33%	56%	9%	3%	**12%**	**10%**
SPED	64	0%	77%	22%	0%	2%	**2%**	0%	59%	38%	3%	0%	**3%**	**1%**

THIRD		BOY						MOY						Percentage Difference
i-Ready Math Screener 23-24	Students Assessed	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	Three or More Grade Levels Below	Two Grade Levels Below	One Grade Level Below	Early On Grade Level	Mid or Above Grade Level	On or Above Grade Level	
Overall	666	18%	28%	46%	7%	2%	9%	10%	16%	50%	17%	7%	24%	15%
Eco. Dis.	487	21%	33%	40%	4%	1%	5%	11%	18%	53%	13%	5%	18%	13%
Asian	36	8%	31%	56%	3%	3%	6%	8%	11%	36%	31%	14%	45%	39%
African American	140	21%	31%	41%	6%	1%	7%	17%	19%	48%	11%	5%	16%	9%
Hispanic	428	18%	30%	46%	6%	1%	7%	9%	18%	52%	16%	5%	21%	14%
Two or More Races	37	16%	19%	51%	11%	3%	14%	5%	8%	62%	16%	8%	24%	10%
White	396	18%	28%	44%	7%	2%	9%	9%	17%	51%	17%	7%	24%	15%
EB	314	18%	32%	44%	5%	1%	6%	10%	16%	52%	18%	4%	22%	16%
SPED	93	45%	32%	20%	2%	0%	2%	33%	43%	22%	2%	0%	2%	0%

Manor ISD Response to MOY Data

- **To address lower than desired Kinder Reading (English) results we are...**
  - Coaching Principals, Literacy Coaches and Instructional Coaches weekly on early literacy components, intervention resources, and data
  - Coaching instructional leadership teams on utilizing the Get Better Faster process to implement high-leverage, immediate shifts in current instructional practices
  - Reviewing and revising current DL schedules to ensure scholars are receiving English literacy instruction in accordance with the model
  - Providing professional learning on best-practices in dual language instructional practices
  - Coaching bilingual and monolingual instructional leadership team members on how best to support the dual language educators and program at their campus

Manor ISD Response to MOY Data

- **To address lower than desired 1st & 2nd Grade Reading (Spanish) results we are...**
  - Reviewing and revising current dual language schedules to ensure students are receiving equitable time engaging in literacy development in Spanish and English, in accordance with district the DL model
  - Providing professional learning on best-practice in dual language instructional practices
  - Coaching bilingual and monolingual instructional leadership team members on how best to support the dual language educators and program at their campus

Manor ISD Response to MOY Data

- **Math Overall Improved due to...**
  - Consistency in the use of the i-Ready program for instruction and assessment
  - Intentional focus and increased consistency of use across campuses of i-Ready Math and scholar engagement within their individualized scholar pathways.
  - Ongoing professional learning on Research Based Instructional Strategies (RBIS) at the district and campus level